# THE JOURNAL OF EDUCATION

Volume 131 — MAY, 1948 — Number 5


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|---|---|
| Merit Schedules a False Hope | EMMA SCHWEPPE |
| Adventure in French | VIVIAN VESTAL |
| A Study-of-Nations Course | HORACE KIDGER |
| What Makes Camping Worth While | LOUIS FOLEY |
| The Meaning of Good Supervision | MYRTLE M. GILLETT |
| The Answer Swappers | SESSION SIX |
| The Bleachers Are Not the School | LOUISE DARCY |
| Standards for Counselors | ROBERT E. BELDING |
| Has Vocational Education Lost Its Way? | MARTIN WOLFSON |
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# The Journal of Education

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## Contents:

YOUR TEXTBOOK REPORTER 140
EDITORIALS 143
MERIT SCHEDULES A FALSE HOPE Emma Schweppe 145
ADVENTURE IN FRENCH Vivian Vestal 147
ACROSS THE OFFICE DESK James N. Emery 149
A STUDY-OF-NATIONS COURSE Horace Kidger 150
WHAT MAKES CAMPING WORTH Louis Foley 152
THE MEANING OF GOOD SUPERVISION Myrtle M. Gillett 154
THE ANSWER SWAPPERS Session Six 156
THE BLEACHERS ARE NOT THE SCHOOL Louise Darcy 158
MOVIES FOR MENTAL HEALTH George K. Morlan 159
STANDARDS FOR COUNSELORS Robert E. Belding 160
HAS VOCATIONAL EDUCATION LOST ITS WAY? Martin Wolfson 162
OUR VITAL HELP Charlotte McNerney 161
IT SEEMS TO ME Byron C. Kirby 162
THE NEWS DIGEST 163
GRINS BETWEEN GRINDS 166

## as we go to press . . .

Let us confess that sometimes our May issues have fallen a little short of the mark we had managed to maintain for previous months. Perhaps we had used our best material to render each preceding issue as timely and vital as possible, only to arrive in May with a few accepted manuscripts on hand that had lost their freshness. We feel that everything in this closing number of the 1947-48 school season has a perfect right to be included. You may differ from this opinion and, if you do, we hope you will freely tell us so. We like to have the reactions of our readers.

An excellent way to react is to say to yourself "I could write a better article than that" and then to go ahead and prove it. Or you may put it more modestly by thinking in these terms: "I have had an unusual opportunity to try out a solution," or "I have given a lot of thought to certain educational angles that seem to be overlooked quite generally." Very well then. Maybe you owe it to your fellow educationists to report your experience in the Journal. Here at least is a free forum ideas that are clearly expressed and deserve an airing. We have to decide these points. But we assure you that the mere fact we ourselves do not agree with your position does not mean your statement will be barred.

Our constant problem is one of space. We haven't nearly enough of it. Yet this fact has its advantages. It puts us on our mettle to give you "the mostest in the leastest." The sifting and condensing we are obliged to do, result in saving your time and perhaps your patience as well. What we most earnestly hope is that our zeal for brevity will never lead us to ruin the flavor. While the equivalent of a full meal could probably be packed into one or two pellets, the dinner with fixin's remains first choice for most of us.

And now—farewell until September. May you enjoy a recreative summer!

# Your Textbook Reporter

## Biology and Human Affairs

What has biology to do with the price of beans? Much, of course. But it is possible to present the science of living things in so remote and abstract a manner as to render it meaningless to the average student. That it is also possible to make it very close and meaningful is demonstrated by *Biology and Human Affairs*. It might equally well have been called Biology for Human Beings to Study with Enjoyment."

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BIOLOGY AND HUMAN AFFAIRS, John W. Ritchie, World Book Company, Yonkers, New York. $3.40

## New College Dictionary

Our idea of a college dictionary is that it should contain all the words one is likely to run across in any reasonable program of reading and study. The growing popularity of these middleweight reference books is attested by the fact that the field is one of lively competition. Latest candidate for the favor of students is the *New College Dictionary*, published by Funk and Wagnalls, whose *Standard Dictionary* has run through several editions over the past half century.

*The New College Dictionary* has a range of 145,000 vocabulary terms, in a single alphabetical listing. It enjoys the advantage of being up-to-date, replete with such new terms as the war period has produced.

The most conspicuous innovation of the work is the simplified system of indicating pronunciations. The majority of words are shown but once, syllables marked off with dots, and stresses hinted with underscoring. The scheme should serve satisfactorily the person of average intelligence and education who has lived with English all his life and herefore knows that *-tion* is *shun*, that *city* is not *kitty*, and that *take*, is not the same as *tack*. The foreign-born must look elsewhere for phonetic guidance, while the native gets his clues at a glance.

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One sign of this is abandonment of two classifications, slang and colloquial, and the substitution of popular for both. This does not mean a failure to point out that a given word is vulgar or may give offense.

A feature common to this and other Funk and Wagnalls dictionaries is the placing of a word's present meaning first, its earlier meanings later. Semanticists may prefer it the other way around, but again the eagerness of the look-and-run fellow has decided the pattern. By the same token, derivations are more condensed than might be.

Dictionaries resemble people. They have different personalities. Whether you like this or that one better is something you have to decide for yourself after due time for getting acquainted.

THE NEW COLLEGE STANDARD DICTIONARY, edited by Charles E. Funk, Funk and Wagnalls Company, New York. $6

## Spelling Goals 9

High school pupils generally feel they have outgrown certain subjects, one of which is spelling. Hence the review of spelling at this point is usually a bore, even though sorely needed. The authors of *Spelling Goals 9* have contrived a different strategy. They consider the half dozen main fields of study—English, social studies, mathematics, and the rest—as so many focal points around which to group the words commonly met in these respective fields. With this idea they are all set to proceed. Thus a typical lesson consists of an introductory reading text, a list of 25 words either mentioned in that text or somehow related to it, then some study helps of things to look up. Another 25 words may be studied from the supplementary list at the back of the book, where will also be found a miniature dictionary containing all the words presented in the book. The whole affair is less complex than our description seems to indicate. Even the illustrations have caught the spirit of the youths addressed. Altogether they may be in for a more effective gloss upon their spelling than most of us ever expected them to get.

SPELLING GOALS 9. Wickey, Lambader and Lanterman. Webster Publishing Company, St. Louis. $1.35

## Betts' Basic Readers

Three pre-primers, a primer, and a first reader have reached our desk as heralds of the *Bett's Basic Readers*, series soon to be amplified by readers for all the grades. From the available specimens and the descriptive material, one gathers that reading has here been considered in its relation to the other language arts—speaking, listening, spelling, writing and studying. Certainly the readers at the lower end of the learning ladder embody many sensible features, such as easy approach, controlled and maintained vocabularly, active and varied narrative, characters that continually reappear, colored pictures that help relate the stories to everyday experience. From fewer than a dozen different words in the earliest pre-primer, the vocabularly grows to some three hundred in *Around the Green Hills*, the book that supposedly tops off the first year of reading. In this book, one notes the use of rhymed verse as an entering wedge to phonetics.

It will be interesting to watch this series unfold. It represents the fruitage of long study and planning by the authors. There are or will be guidebooks for teachers to assist them in dealing with pupils whose reading pace is slower or faster than normal. How to make reading and

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MODERN-SCHOOL GEOMETRY, Schovling, Clark and Smith. World Book Company, Yonkers, New York. $1.88

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A third edition of *The Administration of the Modern Secondary School* by Edmonson, Roemer and Bacon is now available and includes new material on junior colleges and other changes. The volume as now offered will be better than ever for classes in teachers' colleges and for men on the job as principals or superintendents. Such matters as historic background, problems of organization, management, administration, guidance, improvement of instruction and the special problems of the smaller and larger high schools are treated with evident understanding by authors who have first-hand knowledge. We seem to detect a lot of common sense tempering the zeal for the new and spectacular, with the result that the ideas can really be put to work in existing communities. Discussion of the small high school well illustrates this practicality, since these schools are not asked to overburden their teachers with attempts to do the impossible. The tendency to overload the school systems with non-teaching officers is pointed out. The chapter on the junior college is a proper recognition of the important place that type of school now occupies in American education.

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## People in Literature

While the selections, not the blueprints, determine the success or failure of any anthology, the blueprints are by no means unimportant. *People in Literature* is intended for high school sophomores. Naturally the editors have had the interests of these teen-agers in mind in planning the work to include units on Youth, Family and Home, Roads to Success, The March of Freedom and The Challenge of the Future. All types of literature are drawn upon, and there are interspersed chapters on the significance of each type and how to profit most from reading it. Thus one learns to approach the short story, biography, the play, and poetry. But the grouping is intended to give continuity to the thoughts of the student. Hence if there is to be any jumping it is from one literary form to another. The book is attractively gotten up with a dashing cover design and many photographic illustrations. Notes about authors are gathered at the back of the book. Enjoyment, appreciation and the development of mature mental attitudes are keynotes of the work.

PEOPLE IN LITERATURE, Cook, Loban and Stauffer. Harcourt, Brace and Company, New York. $2.92

## Music in the Air

Having published the fully graded *Singing School Series*, the Birchard people now bring forth what might be termed a digest of that series. Its name, *Music in the Air*, aptly suggests the open country, the rural schools for which this collection is primarily intended. Our readers may remember the report we brought them last May concerning *Happy Singing*, a book for grades one to four. *Music in the Air* spans the full octave of grades one to eight and may be used any way you please, either by itself or in conjunction with *Happy Singing*. And need we say that the latest, most comprehensive and selective book in the *Singing School* list, has the same knack of capturing the fancy, the same educational know how and the same artistic integrity as the other books in its sets? Its numbers range from simple to fairly difficult songs, with the utmost variety in theme and treatment. Toward the end there is a specially arranged verison of Hansel and Gretel, and the amusing sketch, Town Meeting. Songs of foreign lands are included. Lessons in music notation and kindred matters are interspersed.

Another book from the same publishers is a treasure house of musical games. They promise loads of fun and a growing love for rhythm. Title: *Follow the Music*.

MUSIC IN THE AIR, Dykema and others. FOLLOW THE MUSIC, Coil and Bampton. C. C. Birchard and Company, Boston.

## Interpreting Science

Three books, separately titled and intriguing to the eyes, comprise the series, *Interpreting Science*. They are offered as basis for a course in general science in the junior high school. Their author, Franklin B. Carroll, heads the science work in one of the junior high schools of Philadelphia —meaning that he should know, and apparently he does. He knows enough to employ short, clear words and short, clear sentences. He knows enough to deal with things close to the observation and experience of the pupil as matter for study—and to suggest experiments not too elaborate or costly to set up.

The customary subject matter in such a course is covered. No attention is paid to putting the various sciences into their respective compartments. Yet there is ample consideration of the manner in which scientific truths are established. We see our small world, holding its place in the universe, supplied with energy and matter, with life and growth, with the man's ability to investigate, to transform, and to save his strength and multiply his comforts through the application of tools and power. It is pure and applied science, reduced to plain terms, answering many questions, awakening curiosity about many things, endeavoring rather well, we should say, not to bewilder the 'teen-agers but to show them their world in three yearly expeditions, each more inclusive than the one before. Illustrations in black or colors, are numerous and intended to illumine the printed text.

INTERPRETING SCIENCE SERIES, (Books for grades, 7, 8, and 9) Franklin B. Carroll, The John C. Winston Company, Philadelphia. $2.00, $2.24, $2,48

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# Editorials

## Lags and Lasses

Why does social development lag behind scientific development?

So ran the well chosen "Question of the Month" in the *Wisconsin Journal of Education* for March.

Outstanding among the printed answers was that of Mr. John Hamburg, president of the Wisconsin Council for Social Studies, who wrote:—"Students have been sent to school for the past two generations with the parental admonition . . . 'Get yourself an education so you'll have an easier life and make more money than we did . . . We try to make our courses 'practical' and then get many students to become mechanics and few to become teachers. When we talk of 'a better way of life' we often really mean 'increased earning power'. This attitude on the part of the schools, if not the main cause of our 'social lag', at least helps encourage it. . . . We must train people to have regard for the rights of the other fellow—even if it loses them a dollar! . . . "

Naturally one's enthusiasm for Mr. Hamburg's solution will be somewhat tempered by whatever acquaintance one has with young people as they exist. Thus the *New Yorker* tells of a high school senior whose sudden zeal for universal uplift won mother's consent to her attendance at a conference on world federation held in Connecticut.

The girl returned full of excitement. The conference had been a stupendous success. She had danced with a Yale man and had been cut in upon every few minutes by other men of the same school.

When mother insisted on wanting to hear more about the world federation, she got this much only: "It was inspiring. It's just absolutely the most divine system of government you ever heard about."

Ah, yes. Our teachers must step up their social concepts. But how to deal with lassies like the last one?

## By-Passing the Ph.D.

If a young man aspires to become a college professor or a scientist what is he advised to do? You know the answer, for it is always the same: "Get your Ph. D."

The late Dr. A. Lawrence Lowell, while esteeming the doctorate degree did not venerate it, nor did he believe the "heavy and formal" requirements for that degree are conducive to the highest development of every potential scholar. To test this belief, President Lowell launched at Harvard in 1933, a Society of Fellows to be financed by an unnamed benefactor, who, it transpired later, was Dr. Lowell himself. The plan was for a group of senior fellows—members of the Harvard faculty—to elect each year from the most promising graduates of American colleges and universities a handful of men to be known as junior fellows, who should come to Cambridge to pursue their work freely in one or many departments of the university, remaining three years, studying without fetters.

A report of the first fifteen years has recently been given out. There are 23 junior fellows now studying, and some 64 others have traveled the highway of undictated learning. The men were chosen from many institutions and states, on the basis of initiative, resourcefulness, and intellectual curiosity and promise. All had bachelors' degrees; the majority had done some graduate work; some were already doctors.

The achievements of the group since emerging from this truly liberalizing experience are indeed impressive. The 64 men, most of them still under forty, have made discoveries, have advanced thinking, have written books and in varied ways contributed to society vastly more than might have been anticipated. Forty-nine of the men occupy faculty positions in educational institutions—including 21 at Harvard, while the remainder serve in such diverse capacities as industrial research, army intelligence, museum curatorships, and atomic science.

The moral of all this is—to watch our educational patterns lest they become too fixed. Take the chains off men's minds and witness what may happen.

## Memorial to Judd

An educational pioneer and prophet of top rank has been suitably honored by the University of Chicago, where he served conspicuously for almost forty years. The building named for the late Charles Hubbard Judd will house the University's department of education, its classrooms, laboratories, offices and publications, in a manner reflecting careful planning by those who knew how the structure was to be used.

Judd himself did much to raise the standards of teacher preparation through insisting upon well rounded work in academic and professional disciplines. He conducted surveys and investigations that gave educational theorists a body of facts on which to base their thinking. He won the respect of doubt-

ing Thomases for education as an important segment of the university. Judd's public utterances and writings helped interpret the schools to the people. He saw in the emerging junior colleges an eventual expansion of secondary education to include two more years. He perceived a growing need for adult education and advocated an increase of facilities and opportunities in that area.

The influence and achievements of a man like Judd will remain long after the students at Chicago shall have begun to wonder who it was "Judd Hall" was named for.

## History More Vivid

In Quincy, Massachusetts were born two Presidents (the Adamses); also patriot and penman John Hancock. In fact many events of historic significance have been connected with that thriving city and shipbuilding center. But Quincy's school children were about as indifferent to these matters and as ignorant of them as the children of most communities are concerning the annals of their own localities. Suddenly, in the case of Quincy, Massachusetts—all this has changed, we hope. At least it should have changed. For the history of the city now has been told in simplest, most graphic terms—namely in a comic book.

The idea is credited to Superintendent Paul Gossard of the Quincy public schools, who acted for the Chamber of Commerce and the common good by enlisting the aid of certain gifted teachers and students to prepare the book. The project took a year and a half to complete. Then the *Quincy Patriot Ledger* published it as a supplement and generously provided extra copies so that every pupil in the city's schools could have one.

Every community has a more or less interesting background which with a little ingenuity, can be made to come alive for all the citizens. The sort of grassroots patriotism thus awakened is both a good thing in itself and a starting point for a more realistic view of national and world history.

## Where Prosperity Pinches

Good times produce hard times and hard problems for many. Take the case of public school officials, for example. These persons stand between the taxpayers on the one hand and a rapidly growing school population, with rising salaries and a demand for more buildings and smaller classes on the other hand. And what is there to do?

Before us as we write this are two news stories, one from San Francisco and the other from Albany. One describes the situation and outlook for a fast growing metropolis on the West Coast. The other does the same for the State of New York. San Francisco has had its school system and needs examined by Dr. N. L. Englehart of Teachers College, Columbia, whose recommendations include 24 new elementary schools and nine high schools. That expert wisely warns that overcrowded classrooms impel city residents to move into the suburbs, thus cutting the city's taxable resources. Of course this may be a good thing for the families that move out and might seem to be at least a partial solution of the urban problem. But the city governments and chambers of commerce do not think so.

The Albany report by Assistant Commissioner Harry V. Gilson paints a picture of well over two million school children soon needing to be housed and instructed.

The difficulty is aggravated by the extremely high cost of construction—also a by-product of national prosperity and—we must add—govermental spending.

San Francisco and the Empire State are fully typical of the country as a whole. Somebody has to be squeezed. That somebody must not be the children.

## By Their Products

Education is more an art than a science. You cannot put such and such educational ingredients into a test tube and produce predetermined results. Art is a thing only a connoisseur can judge. And who are the connoisseurs of education?

Society in its rough way appraises the products of the schools, elevating some to positions of trust and honor, committing others to prisons and asylums, and letting the in-betweens earn whatever ratings their immediate neighbors choose to give them. But no matter how well an educated product happens to be appraised, we still do not know how to apportion the credit or blame. The human masterpiece and the human botch are never the work of a single artist, but of many. These include parents, brothers and sisters, friends, teachers, schoolmates, the janitor, the corner druggist, perchance the minister or church—no one could name them all.

It is behind such a curtain of uncertainty and shared responsibility that education in certain instances has hidden its ineffectiveness. Society has forgiven the schools on the ground that some children are deficient from birth, some have the wrong kind of homes, some are injured by the movies or the comics or whatever else may come to mind.

In some quarters, education still is rated as the magic drug that will enable one's children to have an easier life than their parents did. But the truth nowadays appears to be quite the opposite—with uneducated and even stupid people commanding higher pay than many educated and brilliant individuals. That superstition about the educated person being the prosperous one can't last much longer.

# MERIT SCHEDULES A FALSE HOPE

EMMA SCHWEPPE

DURING the present teachers' salary crisis, the problem of merit schedules takes on new importance. Is it possible that the widespread use of merit schedules may serve to delay the real upward revision of salaries? If the advancement of salaries can be made to depend upon the administrator's judgment of the quality of the teacher's work, the upward revision can be effectively controlled.

In defense of the "merit" requirement, the following arguments have been advanced:

In equity, the superior teacher should be rewarded. Staff morale will be lifted when teachers know that better than satisfactory work is definitely recognized. The prevalent low morale among teachers is, at least in part, due to the fact that tenure safeguards the job for the inefficient teacher. If the administrator were given control over salary advancement, he would have the necessary goad and whip to keep the work at a high level of performance. Communities desire and demand a high quality of work. They want the teachers to take leadership in the community's affairs. They are unwilling to pay "laggard" teachers, but willing to pay for superior work.

Let us examine these arguments.

When a policy is defended on the basis of widespread public demand, the skeptic is put on the alert. He knows that the public is difficult to arouse. Our communities vary in their interest in school questions, but in general, they have not been conspicious for their enlightenment. Intelligent interest in education varies inversely with population and with socio-economic status. In our smaller suburban communities, like Winnetka, Illinois, an intelligent, aggressive public has maintained a high public school standard.

However, in communities where the majority who use the schools lack socio-economic security and the adult population is educationally under-privileged, there is no articulate public demand for good schools. The schools then reflect the community's general poverty of standards and material means and its political inactivity. They are run by the political clique in power. According to the studies of Professor Mort, "In large cities, the wishes of the general public as to education carried on in the schools are reflected only feebly if at all."[1] The school bureaucracy is tightly controlled by the established political machines which in turn are strongly influenced by the small group of individuals who dominate the economic affairs of the city.

School budgets are large and growing. The largest budget item is teachers' salaries. If a general public demand exists for merit schedules, this demand may well be grounded on considerations of economy. The ever present interest of organized taxpayers leagues in keeping taxes down may have directed attention to industry's practice in determining wage rates. Industrial engineers have developed wage scales that attempt to reflect differences in worker skills and in the energy expended in each single production process. In some industries, an incentive pay, supplementing the base pay, has been added.[2] It is something of a shock to many of us to learn that despite labor union efforts from 1933 to 1940 labor did not receive a larger slice of the national income, that it received an "almost stationary perecentage each year."[3] Wage rates rose during that period. But for the managerial levels and where the elements in the work defy time studies and fatigue measures, industry pays the going wage.

The teacher's job is like the managerial level; its complexities defy exact measurement of efficiency. Hence, the evaluation of a teacher's work will reflect the rater's preferences.[4] Early salary schedules used the device of requiring recommendations for salary advances. The blatant misuse of administrative discretionary power led to the gradual abandonment of merit schedules. During a thirty-year period the decline has been steady:

In 1922-23, 89% of the cities over 100,000 used merit measures; 51% of the cities from 2500 to 5000 used them; 57% of all cities used them. In 1930-31, 48% of all cities used them. In 1940-41, 67% of the cities over 100,000 used them; 35% of the cities from 2,500 to 5000, and only 40% of all cities.[5]

The merit salary schedule

[1] *A Program for Meeting the Needs of New York City Schools* (N. Y., Public Education Association, December, 1947), p. 43. *What Education Our Money Buys* (N. Y., Educational Board of New York State, 1943) p. 80.

[2] George D. Halsey, *Making and Using Industrial Service Ratings* (N. Y., Harper Brothers, 1944).

[3] *Absorbing the Total Labor Supply*, Post-War Readjustments Bulletin 5 (Washington. U. S. Chamber of Commerce, 1943) pp. 17-18.

[4] William C. Reavis and Dan H. Cooper, *Evaluation of Teacher Rating in City School Systems* (Chicago, University of Chicago Press, 1945)

[5] Reavis and Cooper, Op. Cit., p. 96.

stands condemned on another count. It is generally agreed that the efficiency of the school depends upon the quality of the staff, the available facilities, the community interest in good schools, and upon the level of the corporate morale of the teachers, pupils, and other workers. Morale springs from a complex of factors.[6]

The history of the use of merit schedules has shown that instead of raising staff morale, they have tended to tear the staff apart, setting each individual in competition against his colleagues. A good school depends upon the cooperative work of all.

It is nesessary to emphasize this because some leaders in education are returning to the idea that merit measures will strengthen morale. The Graduate School of Education, Harvard University, is exerting influence in this direction[7] and the New York State Commissioner of Education is supporting the recent state merit schedules.[8]

With the spread of tenure legislation, the danger of the entrenched "loafer" teacher arouses interest. The argument runs that since tenure protects, the only means of stimulating the laggard to action is that of economic coercion, through rewards for merit service and witholding increments where work is unsatisfactory. Two aspects of this assumption call for attention. If the schools are burdened with incompetence, this is evidence of incompetent administration. Creative, inspiring leadership and expert recruiting, with careful probationary service, will reduce the incidence of teacher failure. The problem of incompetent teachers might more safely be solved through more careful selection of educational leaders and the establishment of checks on their work to make sure that promotion to administrative posts does not mean retirement from productive work. The schools have their full quota of careering personnel, but lack individuals of career calibre. Teachers are bewildered by the fact that so little attention is called to this condition which might well be made clear to the general public. The lack of superior leadership impedes progress in many undertakings.

The loafer teacher danger also affects the thinking of those who reject the merit measures, as evidenced by the wider use of the device of withholding increments where work is below standard.[9] This is the use of merit in reverse. Sound administration can hardly consistently bypass the problem of teacher differences in so naive a manner. The student is not protected when the teacher's increment is withheld. It may be less disagreeable to penalize the teacher than to dismiss him. Where the action is the first step toward dismissal, it may make sense, marking a probationary year for those whose poor work can be remedied. But this decision cannot spare the administrator. A fair public hearing must precede the withholding and at this juncture, the teacher should be given the choice of accepting the probationary year or of resigning.

The 1947 salary schedule conditions advancement into the merit levels upon excellence in teaching, community leadership and professional contributions. As evidence of superior teaching the committee on standards suggests among other teaching techniques the use of visual aids, radio, library materials and excursions into the community for direct observation and experience.[10] These materials make demands upon the budget as well as upon community and school acceptance of these practices. A recent study of the equipment and budget allowance therefor in the New York City schools presents irrefutable evidence that the teachers are more ready for "expert teaching" than the public is ready to pay for it.[11] When the provision for the basic environment for expert teaching does not appear in school budgets, this standard for salary advance seems unrealistic, dishonest, and specious. Teachers who encourage excursions and student involvement in community affairs will run head on against public and school disapproval of pupils leaving the classroom and breaking the school schedule. At best, the public will be reluctant to accept an aggressive civic role on the part of students and teachers. The New York preliminary suggestions for youth involvement in local adult organizations place emphasis on those activities which arouse least opposition.[12] Even this might end in frustration for the youngsters, for they are interested in the programs of labor unions, taxpayer groups, political reform groups—in the varied activities where high differences in opinion seek expression. Are teachers being paid for commun-

[6] John V. Michaels, "Teachers Speak Out on Teacher Morale" (N.E.A. Journal, December, 1946) pp. 592.593. American Association of School Administration, N.E.A., 22nd yearbook; *Morale for a Free World* (Washington, 1944).

[7] *A Program to Relate Salary to Competence, Newton (Mass.) Public Schools* August Workshop in Educational Administration, pp. 55-56 (Cambridge, Mass., Harvard University, Graduate School of Education, Summer of 1947).

[8] Journal of the New York State School Boards Association (September, 1947) 9; New York State Education (October, 1947) 18; Francis T. Spaulding, *The Professional Teacher: Salaries and Standards in the Public Schools*, Yale Review (Winter, 1948) 237, 278.

[9] NEA Research Division, *Teaching Efficiency in Relation to Teachers' Salaries As Reflected in Salary Schedule Policies* (Washington, N.E.A., October, 1947) 47 schedules of the 202 studied used the device, whereas 22 used the superior-service maximum.

[10] *Preliminary Report of the Advisory Committee on Teachers Salaries* (University of the State of N. Y., State Education Dept., 1947) pp. 1-9.

[11] *A Program for Meeting the Need of New York City Schools* (New York, Public Education Association, December, 1947) pp. 4, 13, 16-17, 21, 23. 12.

[12] Op. Cit. pp. 7, b2 ( . 12, 2.21, 2.22, 2.24, 2.24, 2.26, 2.27).

ity leadership? In these days of loyalty tests, when basic social and economic relationships are being critically analyzed and tested, all public employees feel insecure when they play a political role. The following probably expresses the public demand more honestly: "In few parts of the country is there any 'popular' demand for teachers of good personality. I should much rather undertake to show a widespread demand for teachers who are cheap, maintain discipline, are submissive, who are socially dull."[13]

Are communities willing to pay for better than satisfactory work? Only the strongest teacher agitation and legislative lobbies supported by civic groups in times of crisis, have been able to move unwilling legislative bodies to consider revising teachers' salaries upward. What is needed is a wide and continuing public recognition of the fact that school budgets are a political problem of first importance. A genuinely enlightened public opinion may then produce a higher order of statesmanship which will establish a broad social policy for the protection of our children.

[13] W. C. Ryan, *Mental Health through Education* (N. Y., Commonwealth Fund, 1938), p. 24. Dr. George D. Stoddard is quoted.

# ADVENTURE IN FRENCH

**VIVIAN VESTAL**
**Macfarland Junior High School**
**Washington, D. C.**

I HAVE been teaching French in Macfarland Junior High School, Washington, D. C. for twenty-four years and I've never been bored for one minute by teaching. Every class is different, every pupil is an individual, and every situation calls for a different answer. My methods have changed with the years, since they are adapted to the individuals who make up the classes.

I have been pleased and satisfied with the progress made by my students when they went on to senior high school, to college and to their chosen, or, in the case of the armed services, their forced-upon-them work. So, as I say, I have been happy and proud and quite content to remain in junior high school.

Then, a year and a half ago, the great adventure started. In September, 1946, I returned from summer vacation to find that I had been "lend-leased" to Barnard Elementary School for two hours a week to teach the "babies". Incidentally, this was in addition to my full program at Macfarland.

I was entirely on my own. There was no course of study and no one to tell me what to do. I haunted the book stores, buying children's books, any books which might help me, whether printed in French or in English.

It was with mingled anticipation and terror (I had never had any dealings with pupils below the eight grade level) that I approached my first classes in elementary school. I found my pupils waiting, a 3A-B group and a 5A-B group, eager to learn French and proud to be selected for the experiment.

French was the language of the class from the beginning. The pupils loved it and so did I. I began by teaching the alphabet in rhyme, adopting it from varied sources, including my own imagination.

For example: *A est pour un avion, B pour un bateau, C est pour un chien, D pour le drapeau, E est pour un elephant, F. pour un fusil, G est pour une grande girafe, H pour un hibou gris.*

For each object named, I had either a toy or a picture. There wasn't the slightest difficulty in making the meaning clear. Of course, the natural thing was to learn the color of each object. By the end of the first lesson, I was asking, *"Qu'est-ce que ceci?"* and *"De quelle couleur est le—?"* and receiving correct and enthusiastic answers, in French, of course.

By the time we had learned the alphabet (four lines a lesson) we knew a great many animals. *"S est pour un singe," "K est pour un kangourou," "L est pour un lion," "V est pour un veau,"* etc. Naturally we had learned others, too. *"C'est pour un chien et aussi pour un chat." "O est pour un oiseau." "Le canari est un oiseau."* It was a logical step to learn that *"Le tigre est un animal sauvage et le chien est un animal domestique."*, that *"Le chat est un ennemi du rat"* and that *"La vache est la maman du veau."*

It was an easy step to the guessing game *"Quel animal est-ce?"* With appropriate gestures I described myself. *"J'ai quatre pattes et une longue queue. J'ai une poche pour mon enfant et je saute."* I leaped about the room and my pupils nearly fell out of their chairs, giggling and trying to be the first to answer, *"Un Kangourou."* I barked and meowed and pranced and whistled. When I returned for the next lesson, Billy, a third grader, waved his hand wildly. I called on him. He walked to the front of the room, quickly arranged some chairs in the form of a hollow square, stepped in the center and announced, *"Une cage."* Then pointing to him-

self he continued *"Une animal sauvage, une longue queue."* Then, pretenting to climb he said, *"les barres,"* and waited for the answer. He gravely called on one of the wildly gesticulating pupils who shouted, *"Un singe,"* and came forward to take his place in the cage and describe himself.

I translated, "Mary had a Little Lamb" and they loved to recite it, each one pulling the white wooly lamb along behind him. They learned "Hickory, dickory, dock" (with a toy mouse), *"A Paris"*, *"Un, deux, trois"* and every nursery jingle I could find or translate.

We learned about a house and furniture, with a toy house and toy furniture for every room. We even had *"Un dindon roti sur la table de la cuisine"*.

We learned about meals with a table cloth, napkins, and all equipment, including an electric toaster, a coffee, pot, dishes etc. Phyllis even made pasteboard pieces of *"pain"* for the toaster, and a yellow oblong of oblong of *"beurre"*.

By Spring we were chattering about the family, transportation, arithmetic, food etc. They wanted to have a play to "show off" to the rest of the school and to their parents their ability to speak French. Just as there was no course of study, I could find no plays suitable for elementary pupils. So I wrote three short plays.

The play for the third grade (now 3B-4A) was about a visit to the zoo (menagerie) with a cast of ten. For the fifth grade (now 5B-6A) I wrote, "Breakfast at the Lenoirs" with a cast of eight. Then I wrote a third play to include the other thirty-five or six pupils who didn't have parts in first two plays. Both classes were enchanted. One third grade announced gleefully, after I had read the play to them, "We know all the words!"

Rehearsing for three plays and teaching five classes at MacFarland was more than hectic. Finally the big day arrived, and it was the hottest day in June. We were flattered and delighted to have in our audience the Superintendent of Schools, four assistant superintendents and several other school officials. The children played their parts perfectly and loved every minute of it. So did the audience.

We repeated the performance at Macfarland where we had a very critical audience of sophisticated junior high students and a great many visiting teachers. My "babies" captivated that audience also.

This fall I continued with the same two groups, now 4A-B and 6A-B. It was amazing how little they had forgotten over the summer. For the first year I had used practically the same subject matter for both classes. This second year there was a natural change.

The fourth graders decided they wanted a book, so they could learn to read. There were no books available, so we decided to write our own. For the first lesson, or chapter, I had planned to discuss the seasons. When I entered the class room, however, the first thing I saw was a cage containing a white mouse. There was my lesson! I held up the wriggling creature and asked, *"Qu' est-ce que ceci?"* The answer was immediate, *"C'est une souris."* Then I asked, *"De quelle couleur est la souris?"* One child answered, *"La souris est blanche et les yeux sont roses."* Another announced, *"La longue queue est rose."* Still another informed me, *"Le nez et les oreilles sont roses."* I wrote answers on the board as they told them to me. Then I asked, *"Que mange la souris?"* Quickly came the answer, *"La souris mange du fromage et boit de l'eau."* I was ready to end the "chapter" when Warren raised his hand and announced importantly, *"Le chat est un ennemi de la souris."*

The children copied the sentences in their notebooks and when I returned for the next lesson, they read aloud the first chapter of "our book."

The book is growing. We have a chapter on *"Le chat,"* because Grace brought her cat to school one day when I came to teach. We have a chapter on state capitals because the fourth grade was studying state capitals. We have a chapter on *"Le lait"*, because the morning milk was delivered one day during French class. And so our chapters are written and the book grows.

Twenty-five of the thirty-five members of the 6A-B group will graduate from Barnard the last of January. They are all coming to MacFarland and they all want to continue French. That poses quite a problem. Language is not taught until the eighth grade. My principal, the director of languages in that district, the superintendent of schools and the assistant superintendent in charge of elementary schools and the assistant superintendant in charge of junior high schools are very much interested in this experiment. They made arrangements to give me this group of children in the seventh grade and to keep the group intact all during junior high school, (and senior high school, if possible.) They have purchased a special text book and made plans for giving them French from the day they enter MacFarland.

Of course these sixth graders wanted to give a play before graduation. Since I had a graduation on my hands in junior high, with lots of extra work, we decided that the sixth grade should give a Christmas play. I couldn't get in enough speaking parts; therefore I decided to add some music. I had found a translation of "Silent Night", and I used that. Then I translated "It Came Upon a Midnight Clear" and "We Three Kings of Orient Are."

My fourth graders were delighted when I invited them to help the sixth graders with the singing. After a few rehearsals Anatasia, a fourth grader suggessted, "Mademoiselle, why don't you translate 'Away in a Manger' and 'Come, All Ye Faithful' and let *us* sing them?" So I went home and translated two more Christ-

mas carols—I, who can't even carry a tune!

There were three performances of this play, one for the Barnard P. T. A., one for the Barnard pupils and one for the Christmas Assembly at Macfarland. Again the older pupils sat spellbound while the "babies" performed. Again several of the school system came to see, to hear and to be amazed.

I probably bore all my friends and relatives by talking incessantly about the advantages of starting French early and telling them anecdotes about my elementary pupils. Many of them have visited my classes at Barnard to see for themselves and have been convinced.

Last year, when we were just learning "Silent Night", I was doing some shopping in a neighborhood store. Suddenly I felt a tug at my sleeve and there was Glen saying, "Mademoiselle, what comes after *'Voyez Marie et Son Enfant'?*" I replied, "*Saint Enfant, si calme et charmant.*" He repeated it a couple of times and then in a deep masculine voice chimed in. "*Saint Enfant, si calme et charmant.* Do you think we can remember that till we get home, Glen?" Then Glen's father grinned at me and said, "He has the whole family singing "Silent Night" in French but he couldn't remember that line. I think we know it now."

I owe a debt of gratitude to the interest and cooperation of my principal, of my assistant principal, of my supervisor, of the principal of Barnard, and especially of the homeroom teachers of the two elementary groups.

Mrs. Knupp, the fourth grade teacher is a former pupil of mine and loves French. One day last year she greeted me, just beaming and announced, "Never underestimate the power of French." Then she explained. The Nutcracker Suite was the subject of the Unit on Music Appreciation for her grade. The pupils were rather apathetic. With a sudden inspiration, she told them that Tschaikowsy spoke and wrote French and that all the names of the various movements were French, whereupon those babies insisted upon learning only the French names and became ardent Tschaikowsy "fans."

I am completely sold on the idea of starting French in the elementary schools, preferably in the third grade. I am grateful for having had a part in the experiment and I hope, eventually, to be able to devote all my time to teaching French to the "babies."

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# ACROSS THE OFFICE DESK

## SOUR — OR MELLOW?

**JAMES N. EMERY**
**Principal, James C. Potter School**
**Pawtucket, Rhode Island**

As the years creep up on you, teacher with the graying hair and face that no longer retains its girlhood freshness, how do you become—mellow or sour? Have those years of service ripened you to intellectual maturity, broad-mindedness, increased wisdom and judgment, given you poise and an all-over vision and sympathy with youth and its problems, as well as the understanding that long experience brings?

Or have they made you narrow-minded, intolerant, irritable, so that you can see things only your way? Are you unsympathetic with children and their problems? Where there is a difference of opinion or an argument, do you brush off any discussion of the issue with a superior nasty-nice attitude that assumes there could be no argument, or that you couldn't possibly be wrong?

Do you become crabbed, stern and arbitrary? Do you delude yourself with visions of grandeur and an undue valuation of your own importance in the scheme of things?

Are you loyal to those who have been placed in authority over you, or do you resent their securing positions that outrank you in spite of your years and teaching experience? Do you cooperate with them, or do you secretly attempt to undermine their policies and directions? Oh, not by open insubordination or refusal—you wouldn't do that—but by little catty or contemptuous comments where younger teachers are gathered, who are influenced in a greater or less degree by your attitude?

Do you feel yourself slighted, and become touchy if the younger teachers fail to include you in all their activities, especially the out-of-school ones? Do you fail to realize that their interests and their friendships are not always yours, that after all, different generations do not mix too readily?

The ferments of time work on different materials in various ways. Sometimes they ripen a wine, a cheese, a fruit, a food or any other product, till it eventually achieves its finest flavor. And sometimes, when conditions are not right they simply spoil the product, until it is all but unfit for use.

Have the years made you mellow—or just sour?

# A STUDY-OF-NATIONS COURSE

**HORACE KIDGER**
**Head, Social Studies Department**
**Newton (Massachusetts) High School**

A STUDY of Nations aims to bring about a better knowledge and understanding of other peoples in addition to our own.

It is a trite statement that more complete knowledge results from approaching a subject from as many different points of view as possible. A consideration merely of the political history of a country usually ignores the fundamental factors which lead to a course of action. Peoples are not of necessity queer because they have different opinions from our own. There are usually very definite reasons for a point of view.

In the first place, geographical conditions have a very real effect upon establishing an outlook on life. The richness of the soil makes possible abundant crops and a higher level of wellbeing A sterile land, which calls forth resourcefulness in agriculture, may necessitate greater thrift. A landlocked people must look unto themselves more than a country bordering waters which bring the commerce of the world more easily to their doors. The desire is keen for ports which are open throughout the year. Vladivostok gives Russia an outlet to the Pacific for her Siberian produce. It is natural for Russia to desire further access to water-transportation at the railroad terminal ports of Port Arthur and Darien. Think of the great advantage to Russia in the last war of her possession of the open port of Murmansk! Thus she was able to have a means whereby she could receive the large shipments of material from America. One of Russia's demands on Finland at the close of hostilities was more land in the vicinity of Murmansk. This feeling of Russia that she should have greater access to the avenues of commerce of the world has been a factor which has had a great influence upon her history. Consider the question of greater freedom for Russia in the use of the Dardanelles! That issue has been dominant in her diplomacy for more than a hundred years. The history of Russia cannot be thoroughly understood unless the yearning of that country for more outlets is considered.

Furthermore there is a real logic in the struggle by Italy and Yugoslavia for Trieste and Fiume. The control of commerce of the hinterland is a very vital issue for the Slavs. Likewise the importance of river communication is a determining factor in a nation's well being.

A prominent writer has stated that no country can be really powerful unless it possesses adequate supplies of both coal and iron. These are essential for industrial success. Italy has turned to white coal which is waterpower, to offset her lack of black coal. There is much more than sentiment behind the demand of France to control Alsace-Lorraine and its bordering territories. They all are rich in coal and iron. Likewise Silesia with its mineral wealth is desired by a number of nations. The possession not merely of coal and of iron but of other metals has much to do with the welfare of a nation.

Thus it is evident that geography has a very prominent place in shaping the outlook of a people. The means for external communication as well as for internal transportation, the richness or poverty, of the soil, and the wealth of mineral resources are all factors in determining the industrial welfare. Nor are they all. Climate makes possible the success or failure of certain types of industry or agriculture. People view the world through their interests and a person's livelihood has much to do with shaping his interests. It is obvious then that in a Study of Nations the first requisite be a knowledge of the geography of the country.

However, there are other factors besides geography in shaping a nation's thinking. How has a nation got along with her neighbors? What have been the conflicting desires which have lead to misunderstandings and even to war? Throughout the history of the world, desire for conquest has been the cause for aggression. There has been been a tendency on the part of strong nations, as well as on the part of individuals, to dominate weaker nations. Economic aggrandizement, as well as territorial gains, has resulted in conflict. Frequently when the fighting has been over, the conqueror has gone out of his way to humiliate the vanquished. The setting for the Treaty of Versailles following the Franco-Prussian War created a legacy of hate. When World War I ended, France saw that the peace treaty was staged to emphasize the fact it was her turn to humiliate Germany. This situation differed radically from the course followed by England at the close of the Napoleonic Wars. Then England, instead of demanding a victor's hard peace, was satisfied to secure certain strategic places. The heritage of hate did not result.

A second emphasis in a course

on the Study of Nations should be to discover how backgrounds of good or of illwill have been created as a result of national dealings.

A Study of Nations should aim to create an awareness of the achievements and contributions which have made toward the cultural and material welfare of the world. Genius knows no national boundaries. Men of many races have made the world better through their ability to create. The world is richer because of priceless works of art or because of immortal music. Moreover masterpieces of fiction and drama call for world appreciation. No one nation or people can claim credit for all that has been created to enrich and ennoble life.

Closely associated with an appreciation of the great cultural, spiritual and material advances to which many nations have contributed their share, are the lives and examples of great personalities.

It was a great Scottish poet who said that "A man's a man for a' that." In other words, there is a universality of human nature. A study of ways of persons throughout the world sets forth that fundamentally human beings have very much in common. There is the same regard for the fine things of life. The same basic ideals and affections are common in all peoples. Another aim of a course in the Study of Nations is to acquaint pupils with the customs and daily life of the peoples in other lands.

A final objective is to acquire a realization of the part which peoples of different racial backgrounds have played in our country's development. A study is made of the location in the United States of groups with a certain racial background. Why did persons of a given nationality select their future homes in the region where they settled? What have such peoples contributed toward improving our country? Information should be secured concerning the racial background of persons prominent in our country.*

There are a number of proceedures which may be used to accomplish the aims of a course in the Study of Nations. The nations selected by a class for consideration should be determined by an issue which is raised in the minds of the pupils. A statement in the public press concerning the point of view of a given nation on some international problem frequently raises the question of the reason why that nation takes that point of view. Especially is this timely when the prevailing opinion in America seems to be so directly contrary. A summary of a statesman's speech on a public question may cause discussion.

When a project is adopted, the quest for background information begins. Naturally the first requisite is a thorough study of the geography of the country. This sets forth the economic advantages and disadvantages. What are some of the characteristics of the people? A listing of occupations follows. The class tries to secure a more intimate knowledge through the collection of pictures. Motion pictures are shown dealing as nearly as possible with the home life and working conditions. Pictures portraying festivals, holidays, activities and recreation are of great value. While much may be accomplished by the use of motion pictures, even more may be learned from slides which may be shown in separate classrooms. There pupil activity may be stimulated by having pupils emphasize features of the picture. The picture may remain on the screen as long as the instructional value is apparent. In Newton High School a collection of such slides is being built up. The pictures are photographs which have the greatest human interest. A list of the subjects of pictures submitted for a series of slides on England follows. It is always of value to secure a collection of cartoons and classify them as favorable or unfavorable to a given point of view.

Working people of England including: fishermen, coal miners, farmers, factory workers, life of the English people including; various types of homes, home life, sports, shopping; famous English shrines, English public building; personalities in the English government; English royalty.

One outstanding classroom contribution was that of a pupil who set forth the characteristics of German music and illustrated the talk with violin selections. Such pupil effort is unusual. However the cooperation of the music department may be used to great advantage. A talk on the great musical contributions of a nation may be admirably vitalized by a gifted instructor who can illustrate his thesis by piano interpretation or by use of records of great music. It is interesting to see how much of a nation's music originated in the folksongs and work songs of a people. A study of the national songs and anthems is of value as showing how they express aspirations and hopes. The origin of the song The Marseillaise and the part it has played in French history is vital in setting forth the strivings of a great people. It is interesting to note "The Watch By the Rhine" which for decades has meant so much to the German people was discarded in Hitler's Germany for other songs. Moreover a study of the relatively new *National* song of Russia is illuminating. The author of this song received official and monetary rewards from the Russian Government. The words are in direct contrast with those of the "International" and songs concerning the Red Flag. To what extent does

* Much valuable information may be secured from Brown, Francis J., and Roucek, Joseph Slabey, One America, Prentice-Hall, Inc., 1945, and from Continued Study Units in European Backgrounds, F. A. Davis Company. These units set forth contributions of various peoples in our country.

it represent the change in the official Russian viewpoint?*

An interpretation of the art of various nations may be secured by illustrated talks by members of the Art Department. Just as a collection of pictures of great musical composers and incidents connected with their lives serves to enrich a study of national music, so a similar collection of pictures of great painters is of value. This may illustrate the characteristics of various schools of art.

The aims of a course in Study of Nations may be briefly summarized. The course seeks to explain why some nations hold certain points of view. A study is made of backgrounds of all kinds. The course is not a superficial view of present conditions merely. It reaches back into the history of the past when such history is essential in explaining the present attitude of mind. Likewise the history of the past is vital in illuminating the contributions of a nation. A study of the Renaissance gives a much needed body of knowledge.* The course seeks to emphasize the fact that contributions to knowledge are universal in character. It should lead to greater international mindedness as an outgrowth of this awareness. Moreover a more complete knowledge of national antecedents and conditions should make possible a more thorough international understanding.

*Mr. Henry Lasker of the Music Department of Newton High School has given outstanding help in making the music of other countries more real for the pupils of Study of Nations classes.

* The text used in Newton High School is Rogers, Lester B., Adams, Fay, and Brown, Walker, Story of Nations, Henry Holt and Company, 1947.

# WHAT MAKES CAMPING WORTH WHILE

**LOUIS E. FOLEY**
**Ecole Champlain**
**Ferrisburg, Vermont**

WHAT do boys and girls "get out of" a summer at camp? After a school-year of confinement in classrooms and of home-work to be done outside, along with the tension of extra-curricular activities and of social affairs which youngsters take rather seriously, a period of simplified living in the open air is the ideal vacation. It seldom fails to show results in improved health, recovery from fatigue, and a general sense of well-being. This is excellent preparation for returning to school in the fall with renewed energy and enthusiasm. But parents and teachers are becoming increasingly aware of other possible benefits of camp-life which may be no less important.

It is recognized by educators that one of the great values of camping is the experience of group living. Of course the camp has no monopoly of such experience. Certainly children can have it in school and in their own homes. Yet the very nature of camp life provides opportunity for the experience in more thorough-going form. For camp is a system of living which covers not merely the limited period of school sessions, but all twenty-four hours of the day. It includes a greater variety of personal contacts with other members of one's age-group than would be likely to occur in any school. And unlike the family it brings together continually, in situations hardly less intimate, young people who have not been growing up in just the same way. They have the adventure of starting anew in a group which must live more or less as a family, but without the well-established family pattern where many things are habitually held in common, all ordinary relations are already understood and taken for granted, and attitudes and feelings of each toward the others have settled into habit.

Here is "democracy in action." It means adjusting oneself to daily life among contemporaries who will take you for what you are. The wearing of a certain appropriate uniform, as is prescribed by most camps, is symbolical not of "regimentation" but of democratic equality of opportunity. It removes the artificial distinction of privileged youth whose well-to-do parents could equip them lavishly with expensive clothing that would set them apart from others of more modest means. It stands for the ideal situation in which an individual achieves recognition by his own inner resources and his personal effort. He is to be saved from a false sense of superiority by virtue of mere accessories which it is of no particular credit to him to possess, and the less "fortunate" are protected against being overawed and made unhappy by his material advantage. In a new environment, and not bolstered by fond prejudices of indulgent parents but appearing for just what he is, he must become aware that we need always to consider others who have the same rights as we.

This is something which touches the very foundation of our much-vaunted American way of life. No doubt it is necessary that some kind of formal teaching of "citizenship" should be provided in our programs of public instruction. There is considerable information about our form of government that can probably be best learned through textbooks

and classes in history and civics. But being able to answer questions about democratic principles is not enough. Only by getting used to their daily application can a person make these principles part of himself as they need to be. Sociologists know that the habits and attitudes of good citizenship are most likely to be acquired in the 24-hour-a-day training of genuine experience in co-operative living.

Camp life at its best can give our young people this kind of experience as it can not easily be had elsewhere. When living arrangements are reduced to simpler terms as they are in camp-life, the basic things can be made to stand out more clearly, so that one can see more easily "what it's all about."

While camping is of course attractive as a release from what has to be done in school, yet it is not just a time of unrestricted loafing. It provides plenty of opportunity for outdoor activities that are "lots of fun," but back of these there should always be a guiding purpose. They are designed to help boys and girls to learn various skills that they can use all their lives, not merely for amusement but for physical and mental health, and often—directly or indirectly—for success in their eventual vocation. For any success that is to be really satisfying, however, nothing is more "practical" than *character*. And this is not to be obtained by following courses in "character-training," no matter how intelligently they may be planned. It is something that a person builds into himself by the way he becomes accustomed to handling himself and treating others in daily work and play.

No group of people can live happily without organization. Camp-life has to follow some sort of definite program. The scheme may be flexible, and it will leave as much liberty as possible, but it has to involve some routine, with established times for certain things, and with orderly distribution of duties and responsibilities. So a camp has to have *rules*.

The whole matter of "rules" for camp conduct is at bottom similar to that of rules in anything else. Once people acquire the right *attitude*, and see clearly what the situation calls for, then it becomes natural to behave satisfactorily. They see *why* things have to be done in certain ways. Then the "rules" take care of themselves—at least for the most part. Occasional recalcitrant individuals may require special treatment, just as "problem" children do in all sorts of ways, but a camp director or counselor can take such cases in his stride without letting them upset either the system or his own peace of mind.

"Rules" that really *are* rules are not just somebody's arbitrarily imposed notions. Rules of *that* sort do nothing but harm in the long run. They are not well obeyed, and they do not deserve to be. Worst of all, they tend to develop, in people subjected to them, a cynical attitude toward all regulations in general. That attitude, so apparent in the conduct of many of our youth of today, is no doubt largely the result of their "seeing through" various old-fashioned requirements, which either were foolish even in the beginning, or have out lived their validity. . *Principles*, which are abiding, are lost sight of.

A "rule" that really *is* a rule is founded in the very nature of things as they are. Rules for proper driving of a car are dictated by the nature of the mechanism and the situation in which it is to be handled. So it is with everything. When people understand, and have the right attitude, they don't have to worry all the time about keeping in mind a collection of rules.

It is desirable to have few rules—as few as possible—and then to enforce those few absolutely, without fear or favor, with no respect for persons, no softness because of whose son or daughter so-and-so happens to be. Then a counselor can be really sincere, and hold the respect of all concerned. If a rule cannot be enforced, then it would be better not to have that rule. There is little to be gained by a rule which requires anything like a spy system to enforce it. That merely makes it "smart" to disobey. There are far better ways for camp personnel to put in their time than in futile attempts of that sort which not only do little good but cause considerable harm.

Camp is an excellent place for young people to learn a profound lesson about formality. In a small group—the smaller the better—it is possible for people to be quite "informal" with satisfaction to all concerned. Even in a camp, however, with all the spirit of freedom that goes along with living in the great outdoors, it remains true that any kind of assembly of a considerable number of people has to be *orderly* if it is to be enjoyable or profitable to all. The larger the number present, the more definitely formal a meeting has to be, or else it rapidly degenerates into a confusion of no benefit to anyone.

A good many young people—and older folk as well—appear to take it for granted that when we go out into the country or go camping we naturally leave our manners at home. Such an attitude implies that politeness is something very superficial, to be put on only for certain occasions, like evening dress. Of course any sensible person recognizes that ceremoniousness may become merely ridiculous in a situation where people are supposed to be relaxed, at ease, just "being themselves." Yet the minimum requirements of correct social conduct are applicable wherever there are people. If we neglect them, we not only make things less smooth and agreeable for others, but do still greater harm to

ourselves by our "let-down" from conventional ways which after all are nothing but established means of expressing consideration and human kindness. When we do not bother to express such feelings, we are pretty sure to have those feelings less definitely—or even hardly at all. If habits of ordinary politeness are important anywhere, then surely they are not to be neglected in camp life, where the free-and-easy way of living can readily slip into rudeness or boorishness. Indeed one might well justify the belief that the continual intimate comradeship of daily living in camp makes it more necessary than ever to observe the small niceties of behavior which make this world a happier place for all concerned. This is a great lesson for boys and girls to learn at camp, and the earlier they learn it, the better it will be for everybody and the greater will be the benefit to themselves. And this is only a natural corollary of the fundamental principle of *co-operation.*

# THE MEANING OF GOOD SUPERVISION

MYRTLE MANN GILLETT

IN TEACHING, with its crowded days, there are too few men and women with the necessary perspective to describe modestly and well what a good supervisor should be. Indeed, one might feel that to say a supervisor *should* be thus and so would be to arrogate to oneself the power of a deity; to think oneself able to build up with one's puny human mind a superman would be presumptuous. Perhaps no mortal, no matter how wise, can know beforehand what qualitites in another man will give the best results.

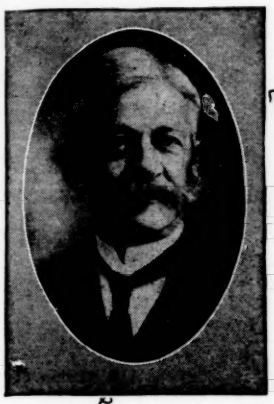
The good supervisor just *is,* a selfless part of the school life. He (or she) belongs; he is there when needed, always fitting in where he should. It is easier to say what a good supervisor is not, for the bad strikes with ugly insistence every tender thread of a teacher's being. Even the worst, sometimes the elimination of the bad is all that is needed, like removing the gingerbread from a house,—what is left is fine, a joy to live with. The good supervisor one accepts as one would a gift from heaven, without question, neither gratefully nor in surprise. In any group of teachers talking openly among themselves about a supervisor they like, the comments are rarely more than enthusiastic approval. The good supervisor has, as far as they are concerned, made everything "all right with the world". Inarticulate they are perhaps, but the teachers know when the supervisor is with them, not against them, working *with* them *for* the cause and not for the master above. The enumeration, by teachers of the good qualities of any one above them in station smacks of the back-handed compliment about the man who is good to his mother. The words need interpretation.

Probably the most useful form of supervision is that which makes easier and better and happier the teachers' work in the classroom. The supervisor who is accepted on the same human grounds as would be another teacher is a useful supervisor. Great teachers and great supervisors are as scarce as the great in any profession. No supervisor—since, like the rest of us, he is a fallible human being,—can know everything. Nor is it a foregone fact that he always knows as much as the teacher does. We accept the possibility that there are teachers who seem inadequate; we must also realize there are supervisors who are not big enough for the task. Yet each of us has powers within him which have never been used. It is these powers the good supervisor will find in himself and in the teachers. . . For teachers it is even more important than for supervisors that the "divine spark" be tenderly nurtured, for only this can kindle and give life in the classroom to the gruelling day by day process we call teaching.

Real supervision makes it possible for teachers to use all their native endowments with the least expenditure of emotional strength. It is not supervision but despotism if the supervisor stifles the teacher's initiative, kills the teachers' desire and ability to use their own judgment, their innate skill and all their acquired knowledge.

Much of the prescribed uniformity of method in our schools we could well do without. People are not machines. What makes teachers worthwhile is not direction from outside, but their own brains, clear thinking, common sense, good judgment. The basic elements for these qualities are born in a person and cannot be provided from without after a person is grown-up.

But though no supervisor can supply character for any one else, every supervisor can refrain from spoiling or immobilizing what nature gave the teachers he is supposed to help. Let supervisors encourage the expression of the teachers' own personal qualities, whether or not these differ from the current fad (school "philosophies *have* changed more than once in a few years). Let supervisors remember that external differences in teaching routine are not in themselves good or bad. Let supervisors force, if necessary, the



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teachers under their guidance to think and act for themselves. Parrots and robots are not teachers, and statistics do not prove that there has been good teaching. And even the "worst" teachers are often very good, if we are wise enough to recognize them.

If supervision is merely a lot of to-do over simple facts or acts, if supervision means committee meetings and "group discussions" about trivialities, or generalizations, regulations and long-winded reports about nothing, or merely a watered down rehash of well-known procedures, or a dressing up of simple ideas in the wooly language of *educationism*, let's abolish it. Supervision which only upsets present conventions for newer frills which have had a certain vogue elsewhere, irritates the teachers, and is by no stretch of the imagination, of any help. When supervision substitutes cliches for the common sense language of cultured people, when clear-cut aims and exactness are sacrificed for bedizened new "philosophies," it is time teachers rebelled; and if they do not the supervision has been bad. Let supervisors wake up.

One cause of bad supervision is perhaps the confusion of administration (of the school plant) and supervision (or guidance of teaching). Too often the executive—otherwise probably a very sensible man (or woman) fancies himself a great educator, simply because he had acquired enough "credits" from "courses" *about* education for a degree in administration, and has achieved a memory full of "new" "professional" phrases and bumptious windy theories about education.

As the words are generally understood by teachers, administration deals with externals, supervision concerns fundamentals, of people, of knowledge. And so when anyone mixes with the management of a school system's janitorial force, the buying of books, the building of buildings, the completely different task of supervision, disaster is likely to overtake the school system. The administrator deals with people as he would deal with objects, but teachers and children are neither objects nor statistics.

There are in present-day education too many high positions and too few great men to fill them. Hence each man to his own field. But although excellence in administration does make good teaching, the worthwhile executive is the one who finds the experts who do teach and the supervisors who are wise enough to "supervise." The good executive provides proper conditions; the supervisor helps teachers use these conditions. Be-

cause the administrator does the choosing, it is perhaps his fault when we find as teachers men and women of inadequate endowment and lacking in character. It is ultimately, perhaps also his fault when supervisors attempt to rule not by wisdom but by their good looks or impressive size; when they substitute for culture a superficial "grand manner", and when personal domination takes the place of justice and honest helpfulness.

The quack or near-quack in schools, as in any other profession, wants his underlings to follow without questioning. The real expert, the leader with character, demands that each teacher function as a complete person and not as a parrot. But in the beginning the two, the quack and the genuine leader, are sometimes indistinguishable for the well-intentioned teachers, and when the clay feet finally reveal themselves under the elegant robes of office, it is too late; the quack like the real expert, is firmly intrenched in our midst.

Of course, the relatively few teachers who like to let some one else do the thinking, the amoral ones who want to gain favor by any means will like any kind of "supervision." But these weak sisters (male and female) could well give way to strong men and women who can and will stand on their own two feet. Multiplying supervisors points to an underlying weakness in a school system: either the teachers were improperly chosen in the first place, or else it is the result of a desire to over-ride teachers' independence: an army of "supervisors" becomes an invincible tool for the administration.

When teachers are chosen because they will need no supervision, the not-always-so-sensible-dream-worlds of educationists will give way to real schools. But perhaps our teachers have too little courage?

# *The Answer Swappers*

## SESSION SIX

### Guidance Toward Teaching

High school students of the proper caliber must be encouraged to enter the teaching profession. Many misunderstandings exist today in the minds of high school students relative to the opportunities in the teaching profession. The Guidance Department of Beloit High School has inaugurated a plan of vacational conferences and observations for prospective teachers. Names of students who took part in the plan were listed from the vocational questionnaires. The records of these students were carefully checked, in order that the proper type of students might be encouraged to enter the teaching profession. Every boy and girl was counselled individually.

A number of group meetings were held with the prospective teachers. Various phases of the teaching profession were discussed and explained. Questions were asked and answered with a broad-minded point of view prevalent at all times. As a result of both positive and negative guidance the group was stabilized at twenty-six out of a class of 340 seniors. Range of student desires extended to all levels of teaching from kindergarten through college and university.

The plan for actual observation of class procedures was worked out so that students were placed in schools nearest their homes. They spent two hours a day for two weeks in each of two schools or four weeks in the same school. Teachers under whom they observed were carefully selected and counselled. The observers aided in minor activities of the class.

People in the program were counselled individually and as a group after the periods of observation, in order to find out their reactions to the program and to receive recommendations for enhancing the value of the plan for the coming year. Many enlightening suggestions were received and will be incorporated into the program. Twenty-four of the twenty-six in the group are now in training to become teachers. The majority are preparing for the elementary teaching level, some on the junior high school, some on the senior high level and others on the college level. We believe the program has been successful from the standpoint of attracting a favorable percentage from the desirable people in the class for the teaching profession.

F. N. JOHNSTON
*Principal,*
*Beloit (Wisconsin)*
*Senior High School.*

### Cabin into White House!

Once awaken the zeal and imagination of a group of children and wonders happen. Last Fall some 104 fifth graders were due to enter Fort Hill Junior High School, here in Dalton, Georgia but we had nowhere to put them. A barracks formerly occupied by WACS was standing idle at Fort Oglethorpe, and boys from our senior high school gladly undertook to transport it to the campus. It might have remained

a cheerless building, a veritable barracks, but instead it became "The Little White House," so named by the children themselves. They aroused the interest of parents and the community, and made it over into an attractive structure, a symbol of democratic cooperation. Four partitions divide the building into three classrooms and an activity room. Boys in manual training provided shutters for all the windows. A local manufacturer supplied the sign. The maintenance man devised an outdoor drinking fountain. The pupils offered suggestions and gave valuable help. Because everybody took a hand, the whole community learned a lesson in democratic living.

MARY NANCY MARTIN
*Principal,*
*Fort Hill Junior High School*
*Dalton, Georgia.*

## Baiting the Science Hook

Several years ago we experienced a lagging interest in science, particularly in physics. For some reason students did not enroll in that subject, chemistry enrollment was under desired standards, too.

Dr. E. R. Harrington, head of our Science Department developed a scheme which has brought enrollments in his department to a capacity load. He organized several demonstration crews of students and trained them in the presentation of a 45 minute "stunt program." The show was arranged to interest 4th, 5th, and 6th grade students. Plenty of invitations from elementary schools keep the crews busy. Both demonstrators and audience seem to enjoy the experience.

The "pay off" has come through increased enrollment in high school science classes. Many youngsters catch their first glimpse of the fascinating fields of chemistry and physics at one of these demonstrations. The

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desire is planted and a few years later many of those youngsters turn up in high school science classes.

Albuquerque High requires only one unit of laboratory science. In January, 1948, there were 1392 enrollments in various science classes.

Not long ago after Dr. Harrington began his experiment, he observed a marked increase in enrollment. Within a few years, this increase amounted to 300 per cent.

The "stunts" which carry the most popular appeal deal with: electric motors, static electricity (Dr. Harrrington's crews give an actual demonstration of lightning striking and firing a toy frame house), oxygen (burning steel wool), and dry ice adaptations.

GLEN O. REAM

*Principal,*
*Albuquerque High School*
*Albuquerque, New Mexico.*

# THE BLEACHERS ARE NOT THE SCHOOL

LOUISE DARCY

SPORTS are a fine thing. They should have a part in every school program and a prominent part, but they should not be allowed to dominate the budget and the interest of the school community.

Large universities and colleges and secondary schools in wealthy areas can support a program in which the finest athletic equipment and an excellent teaching staff are both maintained. This is impossible, however, in the average small community. There just isn't a large enough budget and teachers and educational facilities sometimes take the cut in favor of athletics.

Both fathers and mothers are to blame for the situation. The average man is more pleased if his son makes a sport team than he is if his son gets a good mark. Fathers are apt to be more interested in supporting the athletic program and seeing that a good coach is hired, than in finding out whether their children have good teachers. Mothers could help to counteract this tendency by their active interest in the schools, but they do not always do so.

Teachers and educational equipment are the bread of the school system; sports, the cake. We could, although we would not want to, build up our youth by an educational program without sports, but we could not have the right sort of youth if they never opened a book and only played basketball and football. Many boys in country schools have as good physiques without participating in sports as those who do participate. All exercise is important, but organized sport is not the only way to get exercise.

Another fallacy regarding sports is that they necessarily improve character. Team play is a fine thing. It teaches a boy much, but the athlete is not always the boy with the highest ethics. The writer remembers from her own high school days that it was often the boys on sport teams who were the first to smoke against the principal's order, to bring liquor to dances on the sly, and to engage in more serious misdemeanors, some of them requiring prosecution by the police. Boys in sports are like other boys, some good, some bad.

When a sports program is accentuated at the expense of lessons, scholastic standing suffers. Some students can take part in one or more sports and get good or superior grades. But many who would be only average students anyway, pass through school constantly on the verge of failure due to their participtiion in sports. Some are passed when they should be failed because teachers know the pressure that is put on them when a prominent athlete is kept out of an important game. This pressure comes from school officials and school boards in many cases and has the sanction of parents in the community who think it is a shame for a boy to be kept off a team, even if he has the mentality of a grammar school student when he is in high school.

One faction uses the argument that these students wouldn't do well anyway. You might as well pass them along as glorified brawn and let brains take a back seat. The ones who suffer most from this reasoning are the athletes themselves, many of whom lose the foundations of an education to satisfy sports fans who care nothing about what happens to them later. Many a boy has sacrificed the beginnings of college training and a professional career to please a coach who wanted him to be on several teams. His marks suffered, his chances to work and aid himself at college were lost, and he ended as a forgotten athlete at some sort of manual labor.

Sports are big, exciting, colorful. It is easy for young and old alike to be carried away by them. In contrast, books are dry and colorless. But it is from books that we must learn to build a better world. Hitler tried to do it with better bodies but it didn't work. It never does. Muscles alone have never made great men.

We do not need to discredit sports. But let us give credit to books and teachers. Let books and sports be equal partners. Sports will not suffer and our youth and teachers together may build a world which need not walk in doubt and fear.

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# Movies and Mental Health

**GEORGE K. MORLAN**
**Springfield College**
**Springfield, Massachusetts**

If you are sick of dames, babes, gangsters who talk out of the corners of their mouths and the other sweeter aspects of organized crime in Chicago—as the anaemic imaginations of Hollywood tell the story,—you will enjoy I LIVE AS I PLEASE, an Italian film with English titles. Although this male cinderella story is trite in plan, the story does not lose its human touch. The main characters are ordinary people who don't live in penthouses, mansions or mammoth ranch houses of the underworld, but in an ordinary Italian farm house. Nor do the characters dress like peacocks on display in every scene. There is enjoyable music, some swell comedy, and genuine pathos that portrays how cruel a practical joke can be. You know the story is going to end happily, but you don't mind, because the inevitable is not postponed forever. The result is that you don't leave the theatre feeling mean, resentful, or cheated. Wholesome in its effect, and the plain photography is bright enough to enjoy without strain. Rates an A.

A DOUBLE LIFE relates how an actor, portraying the jealousy of Othello on the stage, became progressively more insanely jealous in real life. The point of the film, however, is not that he lived one kind of life on the stage and another off, as the title suggests, but that on the contrary, there was a carry-over from his make-believe to the real. This theme is an illustration of the James-Lange theory that if we behave pleasantly, we feel pleasant; if we act jealously, we feel jealous. Not so long ago this theory was largely discredited, but recent work in psychotherapy suggests that it has some (though limited) validity. We *can* influence our feelings in a favorable or unfavorable manner by the way we act.

A DOUBLE LIFE is a story of a murder, suicide, and pathological jealousy, but these sordid themes are dealt with by master craftsmen of the theatre instead of infantile comic strip mentalities that remain in Hollywood, and the result is neither sordid nor unhealthful. The characters live as human beings. They are not the brittle, unbelievable stereotypes with phony lines blurted between bursts of machine guns. There is an exciting scene from Shakespeare. The story provokes thinking, extends sympathies, and is artistically satisfying. Your feelings are stirred in a healthful manner, and your thinking directed to the important idea that feelings may be influenced by one's behavior. Rates A.

In order to see THE VOICE OF THE TURTLE, I had to sit through the agony of the 13TH HOUR. More spiritual refuse that has the unadulterated nerve to pose as self-righteous preaching. Blackmail, horror, cruelty, and murder are dished out shamelessly. A grade of F- is too high a rating for this opus. Moreover, the dark photography is too dark to pass even the lowest minimum standards fo visual health. Avoid.

ANGEL ALLEY is a pitiful attempt to make crime pictures cheerful and pious. An adolescent male malaprop is supposed to keep you in stitches, and he and other nice adolescents in the slums outwit a mean racketeer in a triumph of justice! Unfortunately, the appealing portrayal of the clergyman, because of the continual bias of the movies toward this religious minority, is likely to stir more resentment than tolerance among the majority in our country. Potentially dangerous.

THE SENATOR WAS INDISCREET, like ANGEL ALLEY, concerns dishonesty, but unlike the latter, it deals more honestly with dishonesty. Some of the satire is so bitingly realistic at the moment that it stings, but it is a sting that tears away deception, and this is healthful. Recommended.

ROUGH RIDERS is cheap clap trap about a great American that will honor his memory about as much as the cherry tree story has honored George Washington. Nauseating.

In IF WINTER COMES there are a variety of thoughts that are important for mental health. For companionship that warms people with emotional security, they need to feel alike about things they value. In portraying the unsatisfactory marriage of Mabel and Mark, the screen has reminded us that a pretty face, in intimacy, is no more healthful than the character of the person. No matter how pretty, if she is not generous and kind, she is not beautiful. (If Hollywood could understand this simple but profound idea, it would spend more money on writers than on stars. A pretty smirk is no substitute for interestingness.) Finally, there is the important thought at the end of the story that we live in a confused and frightened world and it doesn't help to run away. Recommended.

# Standards for Counselors

**ROBERT E. BELDING**
**Wittenberg College**
**Springfield, Ohio**

DURING the recent Chicago meeting of the Council of Personnel Associations, plans were discussed for standardizing the preparation of school, college and business counsellors. A preliminary manual has been issued, called *The Professional Preparation of Counselors.* It is a first step toward the elimination of quack counselors who are misusing and running down the word "guidance."

The manual, a fifty-page mimeographed paper, was edited jointly by Leonard Miller of the Temple University Guidance Center, Leona Buchwald of the Baltimore Department of Education, and Arthur Jones, professor of Education at the University of Pennsylvania. The members of the planning committee are representative guidance leaders across the country.

The manual attempts to give assistance to institutions that plan to prepare counselors for schools and colleges, to state certification agencies, to those who employ either school or industrial counselors and to those who plan to become counselors or wish to increase their on-the-job effectiveness.

The manual sets forth the duties and qualifications of a counselor, then devotes a considerable portion of the contents to the necessary areas of preparation. The study of the principles of guidance, followed by a thorough grounding in the growth of the individual, occupational and educational information, techniques of counseling, group guidance activities, placement, follow-up, labor problems, councilling statistics, utilization of community resources, organization and administrative relationships, supervised practice and research, is recommended.

Present requirements within states for certification of counselors, plus recommendations for standardized requirements for all states, are set forth. Suggestions are then made for a common program of training for all counsellor-training institutions.

One appendix to the work is of particular value to the prospective guidance man. This section gives in detail the different job classifications within the guidance field, with duties involved in each job, the necessary qualifications, and the opportunities for employment.

This is the first effort that has been made by top men in the guidance field—both educational and industrial—to agree on standards. Heretofore each author in the guidance field has set forth his own ideas and each college education department has determined its own program.

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# Has Vocational Education Lost Its Way?

**MARTIN WOLFSON**
**Brooklyn Technical High School**
**Brooklyn, New York**

If John Dewey is not the founder of the vocational set up in our high schools, he is beyond a doubt conceded to be the philosopher par excellence of vocational education. Now that vocational education is firmly established within our public school system, it is important to ask to what extent the reality and the practices of the vocational schools are living up to the principles of vocational education as they are expounded by Dewey. There are many practitioners and students of the subject who feel that our vocational schools are most definitely not in accord with the ideas of Dewey. In order to test this opinion, it is appropriate to review what John Dewey has written on the subject. Thus the teachers in the vocational schools make the necessary comparisons for themselves. In what follows, I give the relevant statements on the subject, taken from John Dewey's *Democracy,* Chapter XXII, *The Vocational Aspects of Education.*

". . .Nothing could be more absurd than to try to educate individuals with an eye to only one line of activity . . . There is doubtless . . . a tendency for every distinctive vocation to become too dominant, too exclusive and absorbing in its specialized aspect. This means emphasis upon skill or technical method at the expense of meaning . . . The dominant vocation of all human beings at all times is living intellectual and moral growth . . . It is a conventional and arbitrary view which assumes that discovery of the work to be chosen for adult life is made once for all at some particular date . . . When educators conceive educational guidance as something which leads up to a definitive, irretriev-

able and complete choice, both education and the chosen vocation are likely to be rigid, hampering further growth . . . The key to the present educational situation lies in a gradual reconstruction of school materials and methods so as to utilize various forms of occupation typifying social callings, and to bring out their intellectual and moral content . . . But there is a great difference between a proficiency limited to immediate work, and a competency extended to insight into its social bearings . . . But none the less there is a limitation of intelligence to technical and non-humane, non-liberal channels, so far as the work does not take in its social bearings. And when the animating motive is desire for private profit or personal power, this limitation is inevitable . . . Any scheme for vocational education which takes its point of departure from the industrial regime that now exists, is likely to assume and perpetuate its divisions and weaknesses and thus to become an instrument in accomplishing the feudal dogma of social predestination . . ."

From the foregoing quotations one gathers that Dewey was polemicising against sins and abuses of vocationalism prevailing at the time of his writing the book, 1915. Have the past thirty years shown any attempts at removing these sins?

As a teacher in one of the vocational high schools, I feel that Dewey's case against the evils in his day still holds. We still suffer from 1) specialism, 2) failure to unite the technical training with the intellectual and the moral insights of occupational activity; 3) premature and permanent choice of a trade; 4) the selfish, pecuniary and competitive motivation in the learning of a trade; 5) slavish outlook upon the social scene; 6) the docility and resignation of the student-worker in regard to the structure of society.

# OUR VITAL HELP

CHARLOTTE McNERNEY
WILLIAM E. GILLIS
East Haven, Connecticut

OFTEN I become awestruck, amazed, and even humble before a type of teacher of whom, for want of loftier designation I shall call our vital help. She is prevalent in all school systems and represents a substantial section of any teaching force.

Miss—may be in her twenties or over forty. She may still have the curves, the gayety and vivacity of capricious youth, or she may have the extra bumps, greying hair and sagging complexion of middle age. But she is neat, tidy and style conscious. She is as smartly dressed as women of her own age in other fields of work.

It is not these items, however, that concerns us particularly, for age takes its toll among all of us. But our Miss—has not stagnated. She has a natural dignity acquired through the responsibilities of her position. This might be mistaken for severity but she is an understanding and amiable person. She has grown professionally, socially and personally, despite the fact that she has worked for lackeys' wages. She has been confronted with overcrowded rooms, bursting their seams with hellions who are brimming over with enthusiasm and twentieth century ideas. She has taught all day, then attended courses (which she paid for herself) half the evening. She has attended P. T. A. meetings the night she wanted to do something else, but parent contact was more important to her. She has brought books, magazines, joined professional organizations, paid for them out of her meagre salary. Yes, and she has bought many bottles of milk, paid for hot lunches, provided clothes for some poor waif whose need was realized only by her, visited ill children, given unstintingly of her time to outside help. She has constantly sought the cooperation of parents, has visited them, and has tried to help each youngster with his special problems.

She has begged and pleaded for materials, from outside sources, that would help her in her daily work. Then she has carted and lugged them to school. She has given of her vitality to her daily teaching. Many times she has gone home exhausted, carrying papers to correct and books to use in planning work.

She reads magazines and newspapers for articles of interest to her class. She attends teachers' meetings — almost always after hours. She is forever collecting "things". She works on committees for growth and improvement. She has no difficulty in adjusting herself to a revised curriculum because she has helped to revise it. She is a part of it, her ideas were used and she wants to see them work.

She also is able to weather interruptions caused by collections of milk money—money for other drives—paper and waste collections; she enters into community drives.

Maybe she has taught one grade for several years but she brings to it the rich experiences of preceding years. She may change grades every few years and bring to each class a wealth of new ideas. A mental rut is within one's self, not in any one grade, for life is ever fresh and new, filled with wonderful things constantly unfolding.

It is *our* Miss—s that bring to children the joy and wonder of living a happy and useful life. She is our Vital Help.

# *It Seems to Me*

**BYRON C. KIRBY**
*Director, Elementary Curriculum*
*South Bend, Indiana*

### Democracy Can Be Overdone

Democracy in eductaion is the new thing. And, surprise of surprises, it's a good idea. Now, watch us ride it to death. That has been the history of many good ideas: activities in the classroom, committee work, attempts at motivation, core curricula, and so on down to the bitter dregs.

Recently, I heard one learned in the ways of education—and how boring a bore can be—explain that to be thoroughly democratic we should discard the terms "director" and "supervisor", and decide everything by committees. The contention was that these terms are in disrepute; we cannot be democratic unless we employ noble and softly-cushioned phraseology. What a jewel! Doesn't he realize that if a title is in disrepute, it is because of the nature of the individuals who have borne it? It won't take a hog long to muss up a clean night gown, neither will it take an incompetent person long to disgrace any title that might be given him: consultant, coordinator or judge, preacher.

Why is it that we must go to extremes in everything? Is it because we are superficial, impractical, or unstable? Is the degree of nebulosity in our thinking in direct proportion to the extent of our education—the greater the extent the greater the fuzziness, in all too many cases? I'm afraid so. Reason: look around.

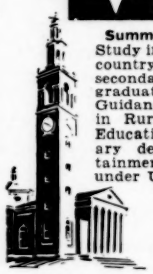
Democracy is the best system we have. It permits the best thinking in society to come to the top. At the same time, it permits the worst to come to the surface. But woe to the individual or the nation that cannot distinguish between the two.

Democracy does not mean chaos. It means rights and corresponding duties; it means (1) machinery for learning the will of the people and (2) machinery for executing the will of the people. It means freedom to help make laws and discipline to follow those laws. One helps make laws for himself as well as for others to obey. It is the duty of officials to see that all obey all laws until those laws are changed through orderly processes. An honest official is not enforcing his will, he is enforcing the will of the people. That must be done with a firm but impartial hand.

In a democracy, the people have an inalienable right to freedom of speech, assembly, religion, and a voice in government. Just as truly, they have a moral obligation to obey the officers whose *duty* it is to enforce those laws. And it matters not whether those officers be called judges, policemen, mayors, directors or supervisors. If the officers are capable, intelligent, honorable men, their titles will be respected and their positions honored.

What I am driving at is this: democracy must have machinery; that machinery operates according to law; the transgressor must suffer the consequences. Where there is no plan and no discipline there is chaos. And it was never intended that democracy be chaos, nor that it be overdone. It ought never be necessary to invoke committee action to determine whether a wad of gum is worn out!

UNIVERSITY OF VERMONT



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The News Digest
OF EDUCATION IN ACTION

## Dr. Grace to Head U. S. Zone Education

HARTFORD, CONN.—Dr. Alonzo G. Grace has resigned as State Commissioner of Education to become Director of Education in the American occupation zone in Germany.

Dr. Grace, who is now in Germany making a study of the education problem there, will succeed Dr. Herman B. Wells, President of the University of Indiana. He has been Connecticut Commissioner for the past 10 years.

## Soviet Teachers Get More Pension

MOSCOW—Soviet teachers have recently been granted increased pensions payable whether or not they retire. They also get free tuition in teacher training schools for their children.

The pension system provides that a teacher who has served 25 years receives in addition to his pay, 40 per cent more as a pension. If the teacher has retired he receives 40 per cent of the pay he received on retirement.

## N. Y. Regents Adopt Certification Plan

ALBANY—The State Board of Regents has approved a program designed to relieve a critical shortage of elementary teachers in up-state New York. The Board has authorized the issuance of one-year teaching certificates to replace the one-year temporary licenses now granted to persons not meeting regular certification requirements.

Candidates for the new certificates must have completed four years of undergraduate work in college and six semester hours of graduate work, together with satisfactory teaching experience under supervision. Intensive summer session training programs will be established to enable candidates to meet the graduate work requirement by next fall and a program of evaluating the classroom teaching of those employed will be developed so that they may receive credit for practice teaching.

The certificates are renewable under stated conditions for five years, after which permanent certificates would be issued to those who had completed 30 hours of graduate professional training.

The program is designed to provide an additional 3000 elementary teachers by 1959-60.

# Local Man Chosen As Hub School Head

BOSTON—Beginning September 1, Boston public schools will have a new superintendent. He is Dr. Dennis C. Haley, one of Boston's six assistant superintendents. Elected by a four-to-one vote of the school committee, he will succeed Dr. Arthur L. Gould, who retires August 31.

Thirteen candidates had been examined by the Committee before their choice of the 54-year-old local school man, who has been in the Boston system for 32 years. Efforts had been made by the Boston Teachers Alliance, an organization representing 3200 teachers, to have a more thorough search made of the nation's top administrators. An earlier motion by school committeeman Muchnick to have a committee of distinguished Boston educators prepare a panel of possible applicants was rejected four to one.

Dr. Haley will receive a salary of $12,600. The school committee has authorized the new appointee to inspect the school systems in other cities and has provided a traveling fund for that purpose.

Dr. Haley has taught in Roxbury High School and Boston Teachers College, and has served as headmaster of the Hyde Park High School. As a specialist in teaching science, he was co-author of "General Science for Intermediate Schools" and co-designer of the Lunt-Haley General Science Epuipment, which is used in many schools in the country.

## Million Teenagers Earn and Learn

WASHINGTON, D. C.—More than 2¼ million 14 to 17-year-olds are holding down jobs, according to the United States Department of Labor, and half of them are trying to keep up their school work at the same time. Labor figures show more than one-tenth of these double-duty youngsters put in 35 hours a week on their jobs, although the typical work-week for the child still in school is closer to 15 hours. Two-thirds of the certified teenage workers under 17 are city children.

Meanwhile violations of child labor laws, particularly the hiring of underage workers, continue high, according to the Wage and Hour Division. Inspectors found nearly 2100 children working in violation of the law in the six months preceding Jan. 1, 1948.

## Engineering School Demands Clear Writing

Students at Rensselaer Polytechnic Institute who do not exhibit reasonably good writing in their term papers and other written reports will fail their courses under a new "plan of criticism and correction" recently adopted. Students failing because of this deficiency will be referred to the English Department for special attention.

The plan was suggested by the English Department which felt that teachers in other departments, though interested in a student's written work, often do not criticize and suggest corrective exercises. It contended that students trained to become proficient in writing and public speaking, later in life, as engineers and scientists, will be more articulate, effective and successful.

## Classroom Tints For All Exposures

ST. PETERSBURG, FLA.,—The direction from which a classroom receives its natural light should be a prime factor in selecting the color it should be painted, the Southeastern School Lighting Institute here was told.

Russell Shephard of Cleveland, O., made the following recommendations:

For southern exposures, where there is plenty of warm, yellow sunshine—the "cool color" blue.

For western exposures—Green to compete with the red afternoon sun.

For northern exposures—Tan shades to offset the blue of the north sky.

For eastern exposures—Gray.

## Mock Convention Staged for "Cubs"

EVANSTON, ILLINOIS—Northwestern University's Medill School of Journalism recently gave high school journalists an opportunity to learn at first hand the techniques of reporting a political convention. Student editors from 83 schools in Chicago and the suburbs were invited to attend a session of a mock political convention staged by students here. Each teen-age newsman wrote an account of the multi-party convention for his school or home-town newspaper. Procedure of the session followed the pattern of a national party convention.

## Sleep and Learn Machine Invented

NEW YORK—A phonographic device which teaches, by means of a recording, anything a person wishes to learn while slumbering, has been tested successfully at the University of North Carolina. The machine, invented by Max Sherover, cut the learning period of students exposed to it by 50 percent, according to The American Magazine.

The machine, called a cerebrograph, resembles a portable phonograph with a disc earphone attachment that may be slipped under a pillow. While the individual sleeps, the machine plays the message on the record over and over and thereby imprints it on the subconscious mind.

In the North Carolina tests, the cerebrograph was put to work sounding a series of words while a group of 20 students slept. The next day, when the same words were given to these and more students, the 20 who had been exposed to the "sleepeducator" memorized them twice as fast as the others.

## Migrant Group on California Doorstep

FRESNO, CALIF.—Faced with the problem of thousands of migrant families whose children need special attention in the schools, California is seeking a coordinated program that will meet the needs of this group. The California Conference of Social Workers seconded local superintendents in asking that state, local and national funds be allotted to provide special clasees and sell parents on the idea of having their children attend school.

Vocational training and homemaking would be stressed in the special classes for the children. Training in agriculture— in skilled handwork and in handling mechanized equipment—is also needed.

Many children of migrant workers now coming to California have not attended school for several years.

## 85,000 Veterans Now Train for Teaching

WASHINGTON, D. C.—One in every 23 World War II veterans in schools and colleges under the G. I. Bill is preparing for a teaching career, according to a Veterans Administration survey.

On December 1, 1947, date of the survey, 85,326 ex-servicemen and women were enrolled in teaching courses.

Of the total, 53,630 were taking training in general education; 1,230 in elementary school teaching; 4,695 in secondary school teaching; 1,714 in specialized fields; 6,291 in industrial arts teaching; and 17,716 in physical education instructing.

## Bay State Unniversity Elects Van Meter

AMHERST, MASS.—From professor of fruit growing in an agricultural college to acting president and now president of a state university—all on the same campus—has been the success story of Dr. Ralph A. Van Meter. Now at the age of 54, Dr. Van Meter has been elected president of the University of Massachusetts, following a year as acting president. He succeeds Dr. Hugh P. Baker who retired from his post as 12th president of the institution in 1947. The trustees, in announcing Dr. Van Meter's formal appointment, praised his teaching and administrative work of the past 17 years, especially noting his handling of the transition from a college to a university.

## Ontario Now Has 7 School on Wheels

TORONTO—Young Canadians in sparsely settled sections of northern Ontario have their edcation brought to them by 7 "schools on wheels" operated by the Ontario Department of Education. Each car runs back and forth along 150-mile stretches, the distance being covered in about six weeks. Stops range from 4 to 10 days, depending on the number of children available.

The orginal school on wheels was on exhibit during the Ontario Educational Conference and one teacher pointed out that although his pupils have only 47 days of school in a year, they cover the same course given in conventional schools throughout the Province. During each stop, the teacher must give a five weeks supply of homework. The car also serves as a community center each evening, and a traveling library.

## British Dominions Will Exchange Students

LONDON—The National Union of Australian Students will set up a Pacific Bureau to cultivate relations between students in the Pacific area, Radio Australia reported.

Sports and touring activities will be supervised.

The Union will charter a ship to exchange 400 Australian students with their New Zealand counterparts for academic and social studies in the two dominions.

If the scheme is a success it will be extended to South Africa, Indonesia, Hawaii, India, and the Philippines.

Other student bodies, including American ones, may also be approached.

## China Professor Prefers Drowning to $15 a Month

TIENTSIN, NORTH CHINA,—The suicide of a badly-paid professor was reported here incidental to strikes of faculty members at several North China universities. They are trying to get their salaries increased.

Prof. Li Ting-Kuang, chief physician of Nankai University, drew less than nine million Chinese dollars a month (about $15 U. S.) On this

XUM

he had to support himself, his mother, his wife and five children.

He jumped in a lake on the campus.

On learning of his death, his wife tried to kill herself by taking poison. She will recover.

## Community Colleges Advocated by Conant

BOSTON—Community colleges, which would provide a two-year supplement to the regular high school education, were urged recently by Dr. James B. Conant, president of Harvard University.

He said that this might be the answer for the many high school students who want higher learning without having any interest in a particular profession. The "community colleges" would be supported at the local level, possibly with state aid, he said.

Dr. Conant said he did not care to go as far as some educators on having a far-reaching federal subsidy of college education when the GI Bill program expires—but he said he favored nevertheless federal scholarships for certain professions, particularly the sciences. "If that works," he said, "perhaps the American taxpayer in a decade or so will want to expand the program."

## Colleges Chosen For Atom Study

WASHINGTON—Colleges in six states will have facilites for atomic energy training during the next school year, the Atomic Energy Commission said here.

Training for holders of atomic energy fellowships in biology and medicine will be provided at universities in North Carolina, New York, Texas, Colorado, California, and Oregon.

Summer courses for specialized training of faculty members will be conducted at the University of California, the Institute of Nuclear Studies at Oak Ridge, Tenn., and at Brookhaven National Laboratory on Long Island.

## School Fishing Derby Wins Over Truancy

SHREWSBURY, MASS.—Lester "Pop" Dyer, principal of the Calvin Coolidge School almost on the shores of Lake Quinsigamond, has licked the truancy problem. He ran a fishing derby one day—open only to pupils and teachers. Glen Sklut, 12-year-old fifth grader, won with a 2½ pound, 20- inch rainbow caught on a shiner. The derby began at 4.30 A. M. and ended 15 minutes before school time—BUT —the weighing in took place inside the school with all hands at their desks.

## N. C. Negro Teachers Gain Credits, More Pay

RALEIGH, N. C.—Because of higher educational ratings, many Negro school teachers in North Carolina are being paid more than the white teachers. North Carolina equalized the pay of Negro and white teachers 6 years ago and since then Negro teachers have been flocking back to universities for graduate training which gives them a higher rating.

Last year, according to the audit of the State Nine Months School Fund, North Carolina paid elementary white teachers an average of $1629, while Negro elementary teachers received $1686. However, Negro high school teachers received $1643 as compared to $1644 for white high school teachers.

Statistics also showed that in 1923 the state had 4700 Negro school children. Today it has an estimated 40,000. In the same period enrollment at Negro colleges jumped from 57 to nearly 6000.

## Ohioans Urge Support For Adult Education

COLUMBUS, OHIO—A Statewide program of adult edcation in which Federal, state and local governments would share costs was urged upon the Ohio State Legislature, in resolutions adopted here recently by the Ohio Adult Education Association in convention.

Resolutions called on the Legislature: (1) To provide financial support (not to exceed 50 per cent of such cost), in as much as the program could not be made self-supporting through tuition fees within reach of those who need this kind of education; (2) administration of the State program by staff personnel added in the State Department of Education; (3) provision for teachers and supervision of local programs, to be employed by local school superintendents; (4) provision for local school establishments of both formal and informal programs, the former represented by night classes and the latter by discussion groups.

## Good Professor Knows His Comics

CHICAGO—Howard Wilson of the Loyola University department of economics said recenly he had completed a nationwide survey among college students on "What is the good college professor according to 1948 standards."

The theoretical ideal professor, he said is well versed in sports, music, literature, popular fiction.

And the comics.

## Educators Active In Foreign Service

WASHINGTON, D. C.—With a representation of 306, educators far outnumber their officer colleagues from other walks of life in the U. S. Foreign Service. All over the world, former professors and teachers are at embassies, legations and consulates where they are playing a vital part in furthering international relations.

Cultural relations between the United States and other countries, with emphasis on arranging to send foreign students, teachers and scientists to the United States, are handled by former American educators in most key areas. It is assumed that more men with teaching backgrounds will be assigned when the "Voice of America" expands the cultural relations program later in the year.

Commenting on the adaptibilty and value of educators to the Foreign Service, Dr. William P. Maddox,, head of the Foreign Service Institute, referred to Confucius' saying, "A diplomat should, among other things, be a scholar".

## Harvard to Hold Mental Health Forum

Harvard University Summer School will feature a two-day forum on "Ways to Mental Health" July 21 and 22. Sponsored by the University and the Massachusetts Society for Mental Hygiene, the conference is free to Harvard summer students and Society members. A small registration fee is required for other. Write to Dr. George W. Adams, Director of Summer Session, Harvard University, Cambridge, Massachusetts.

## Teachers Workshop To Stress New Methods

PITTSBURG, PA.—The University of Pittsburgh's workshop course for teachers will be held from June 14 through July 23 at the Falk School. Open to undergraduates and graduates, the course is designed to enable teachers to observe, study and evaluate the latest techniques of progressive education and to participate in such a program.

## Lehigh Groups Pool Food Buying

BETHLEHEM, PENN. —At Lehigh University, fraternity men are looking forward to the new LUCK and its promises that it's the way to an undergraduate's stomach.

LUCK on the campus means the Lehigh University Cooperative Kitchen, a plan whereby the fraternities hope to cut the average weekly food bills of students to a point near prewar levels.

LUCK plans a system of centralized buying, with a purchasing agent hired to make mass purchases for all student living groups. It also would maintain an employment agency of cooks and waiters.

## UN Gets Funds To Train Students

LAKE SUCCESS, NEW YORK—Thanks to contributions from the Carnegie Endowment for International Peace, and the Rotary International, the UN has completed plans to bring 45 students from as many nations to work here as "internes" this summer. Although the UN has carried out several such programs for U. S. students, this will be the first time that it has given students from other countries the opportunity to participate. The "internes" will receive a chance to work in practically all the various departments of the UN, depending upon their previous training.

## Texas to Cram Busy School Heads

AUSTIN, TEXAS—To meet the needs of school administrators and principals who cannot attend the usual six-week summer workshops, the University of Texas at Austin will hold a series of six one-week conferences in June and July. The discussion groups will take up administrative problems, school plant and equipment, methods of improving elementary schools, supervision, community relations and school reorganization and finance.

# Grins Between Grinds

### SAVAGES

Tourist (in Yellowstone Park): Those Indians have a bloodcurdling yell.

Guide: Yes, ma'am; every one of 'em is a college graduate.

### ENOUGH THEORY

The superintendent was urging the members of his staff to attend summer school.

"But," demanded one of the teachers, "why should I go to school this summer?"

"To learn to be a better teacher," answered the superintendent.

"Shucks!" she exclaimed, "I know how to be twice as good a teacher as I am."

### FALLING STAR

The day before a big college game bombshell burst on the coach with the dean's announcement that the star player had been disqualified. The coach hurried to the dean to ask why.

The dean said, "We caught him cheating yesterday."

"I don't believe my player would cheat," the coach blustered. "What evidence do you have?"

"The star athlete sat right across from the star student. When their exam papers were compared, it was found the two were identical on the first nine questions."

"But," said the coach, "that doesn't prove anything. Maybe the player crammed."

"I can answer that best," said the dean, "by the manner in which they replied to the last question. The A student wrote: 'I don't know.' The player wrote: 'I don't know either.' "

### FLEXIBLE

A clergyman, during a parish call, noticed the little daughter of the hostess was busy with her slate while eyeing him closely from time to time. "And what are you doing, Clare?" he asked.

"I'm drawing a picture of you."

The clergyman sat very still to facilitate the work of the artist, but presently Clare shook her head in discouragement.

"I don't like it much," she confessed. "I guess I'll put a tail on it and call it a dog."

### WOLF

A vivacious brunette of about 40 was standing on the promenade at a seaside resort, when she heard an admiring whistle from a very young sailor.

"Son," she reproved him gently, amused and somewhat flattered, "don't you try and flirt with me! I'm a grandmother."

"But, Grandmother," replied the undismayed sailor, "what big eyes you have!"

### AT FULL BLAST

A ruffled schoolteacher demanded of a bright-eyed 10-year-old how long he had studied his poorly-recited lesson.

"Well," drawled the little boy, "I studied from 'Blondie' until the 10 o'clock news."

### MAYBE CONFUCIUS SAY

"For managers and overseers," proclaimed a great Chinese landowner, "always give me married men."

"For what reason?" a visitor inquired.

"Because," said the wealthy Chinese, "I abhor the muddled, unclear reports that have been sent in to me by bachelors. They have never had to explain anything to a wife."

### BOUND TO PLEASE

An army colonel was startled one morning by an order from headquarters, requesting him to investigate "the most hideous misinterpretation of military justice ever recorded", which had been committed by Lt. Green. The colonel raced to the lieutenant's office and yelled, "What kind of punishment did you tell the provost marshall's office you'd given Private Jones for driving over 35 miles per hour?"

"Oh, that," said Green calmly, "well, sir, the provost marshall has condemned every punishment I've ever given as too lenient, so I just acknowledged receipt of Jones' speeding ticket and said we had him shot!"

### SHORTSIGHTED

"So your son had to leave college on account of poor eyesight?"

"Yes, he mistook the Dean of Women for a co-ed."

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